

MONTANA READING EXCELLENCE ACT PROGRAM

SCORING CRITERIA

The following criteria, based on the sections from the application, will be used to evaluate this school's application for a Montana REA grant.

Local Reading Improvement Subgrant Application Criteria	Information Not Provided	Lacks Sufficient Information	Requires Clarification or Additional Information	Clear and Complete; All Areas Addressed	Well Conceived and Thoroughly Developed	Points Earned
Needs Assessment Describes the needs assessment process 1. Includes reflection on scores and other data sources such as teacher, parent and/or community surveys, student retention rates, standardized test results, portfolio reviews, etc.	0	2	4	8	10	
2. Describes how results from assessments were used in planning of the application.	0	2	3	4	5	
Support For This School's Application 1. Describes how the district will support the school in selecting reading programs to be used by all staff.	0	0	5	8	10	
2. Describes how the district will support implementation of programs funded by Montana's REA.	0	0	5	8	10	
A Reading Compact 1. Description is given on the roles of parents, all school staff, and students in improving student reading achievement.	0	3	5	8	10	
2. The staff commitment form is filled out.	0	0	0	5	5	
Reading Program(s) 1. Present K-3 reading program is described and strengths and weaknesses are addressed.	0	2	5	8	10	

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2. Current Core Reading Program	0	3	6	12	15	
3. School's needs are identified and listed under the areas identified by REA.	0	2	5	8	10	
4. Current program is analyzed for adequateness and explanation is given.	0	2	5	8	10	
5. Steps for ensuring reading programs will meet the six dimensions of reading are given.	0	5	12	20	25	
6. Criteria for the Reading Coach is clearly defined and supported. All bulleted items are addressed (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Motivation).	0	4	8	17	20	
Cultural and Language Appropriate Program(s)	0	3	6	12	15	
1. Description of present services and adaptations of these services has been given.						
2. A description of appropriate organizations and their involvement in identifying appropriate materials, strategies, and interventions is given.	0	3	6	12	15	
Professional Development	0	2	5	8	10	
1. Present professional development programs in the area of reading are described.						
2. Needs, based on the staff survey, are identified under the areas identified by REA.	0	3	6	12	15	
3. Future possible professional development areas are listed and each bulleted area is addressed (Content Coverage, Frequency, Recipients).	0	5	12	20	25	
4. Additional evaluation methods (besides grant required methods, are described, and each bulleted item is addressed (Criteria, Who will apply evaluation scheme, When decisions will be made).	0	2	5	8	10	

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School's Comprehensive Plan and Standards 1. Current school goals are listed for professional development and reading.	0	0	3	4	5	
2. Plan of contribution and sustainability are listed.	0	2	5	8	10	
3. Assurance of alignment between professional development requirements and school improvement plan is given.	0	2	5	8	10	
4. Assurance of alignment between standards and reading programs and professional development opportunities.	0	2	5	8	10	
Early Childhood Reading Instruction Interventions Several strategies are listed and each bulleted item is addressed (At-risk kindergarten students identified, Additional data, special efforts, Parental involvement, Special consideration of materials and plans, Involvement of Reading Coach).	0	4	8	17	20	
Coordination with Special Education Intervention Efforts 1. Describes school's effort to coordinate REA with their special education program.	0	2	5	8	10	
2. Describes impact Montana's REA will have on special education students who have been identified for services.	0	3	6	12	15	
Family Literacy Services 1. Describes the extent to which family literacy services are presently available and what community-based organizations will assist in coordinating these services.	0	3	6	12	15	
Budget Describes each budget item funded by Montana's REA.	0	4	8	17	20	
TOTAL POINTS EARNED						